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ABSTRACT

This report presents a theoretical concept of evaluating teacher education programs in reading for utilization by classroom teachers at any level. Seven theoretical requirements (questions) necessary to develop an evaluation plan for the improvement of teacher education programs in reading are explained and discussed. The seven questions may be used to develop, implement, and evaluate teacher education programs in reading at any institution. Also, a basic evaluation design may be developed from the questions. (Author)

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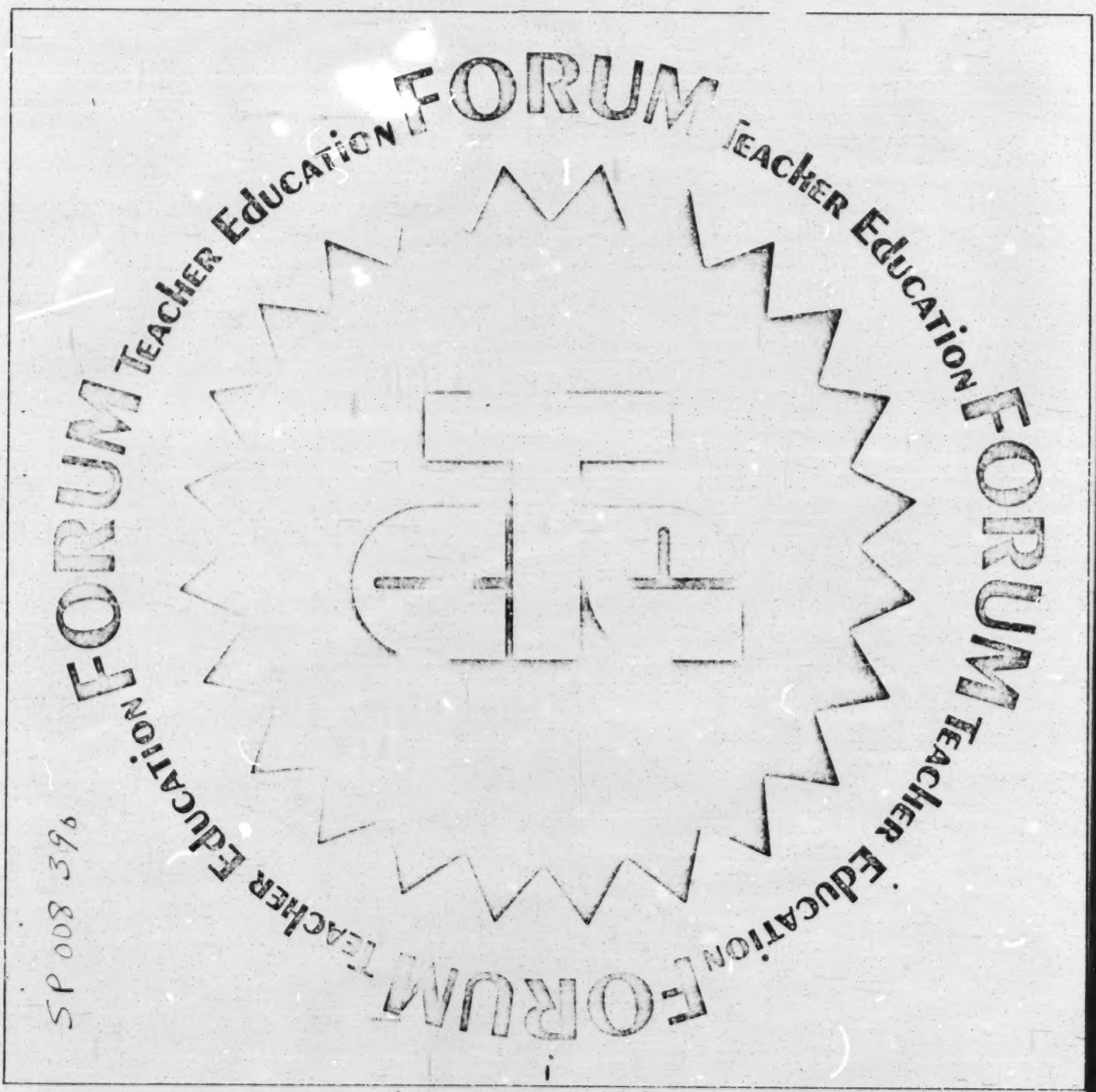

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CHANGES IN THE DIVISION OF TEACHER EDUCATION UNDER THE INSTITUTIONAL GRANT

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I. PURPOSE OF THE INTERVIEW

The purpose of this telephone interview was to ascertain whether faculty members in the Division of Teacher Education believe the Institutional Grant has created any changes in their teacher education activities. In addition, they were asked to ascertain the value of any changes. Finally, the open-ended questions asked have resulted in various suggestions which should be of value in strengthening the processes of the Institutional Grant.

II. METHOD

A list of faculty members was obtained from the data bank information that the Evaluation Team has been collecting. All people who were either non-faculty or program/project directors were eliminated from the sample, because a separate telephone interview is being conducted with each program/project director. This narrowing of the population produced 68 potential subjects. A random sample of 25% (17 people) of this faculty group was selected to be interviewed by telephone. (All of the randomly selected faculty members were interviewed; no replacements were needed. This 100% success rate is a significant strength of telephone surveys.)

The interview format was piloted on several faculty members and then revised. It contains seven basic questions, with six having specific response categories and an opportunity for an open-ended response. The seventh question includes only an open-ended response. Before concluding the interviews, each person was asked if he had any general comments or reactions concerning being a member of the newly evolving Division of Teacher Education.

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III. RESULTS

The results are reported in two main sections. The first section summarizes the breakdown of responses on the six questions with categorized responses. The second section lists the open-ended responses given to the seven questions, plus any general comments that were made by the faculty members being interviewed.

Question 1:

Has the project that you are presently working for been attracting members from various other disciplines outside of the academic area, e.g., people from other schools or other departments?

Yes 9/54% No 7/42% No Response 1/6%

How would you assess the benefits accruing from bringing in people from these other fields or schools?

Excellent 2/22% Moderate 1/11%

Good 4/44% Fair 0 Poor 0

No Response or comment 2/22%

Question 2:

Has the Institutional Grant provided opportunities for development of your ideas concerning teacher education?

1) A great deal of opportunity in developing my ideas 4/24%

2) Some opportunity in developing my ideas 10/60%

3) No opportunity to develop my ideas 3/18%

Question 3:

Have you felt that as a member of a team under the Institutional Grant that you have been involved in the development of a new thrust in teacher education?

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1) To a great extent 4/24%

2) Some 10/60%

3) Not at all 3/18%

Question 4:

Have you noticed more cooperation from other sources outside the School of Education as a faculty member of a project or center?

1) A great deal more cooperation than before 6/36%

2) Slightly more cooperation than before 5/30%

3) The same amount of cooperation as before 2/12%

4) Slightly less cooperation than before 1/6%

5) No cooperation at all 1/6%

No Response 2/12%

Question 5:

Has the particular project or center that you have been associated with utilized information from evaluation efforts to make changes?

1) A great deal 5/30%

2) Some 8/48%

3) None at all 0

4) Uncertain 4/24%

Question 6:

Have you noticed any increase in the number of instances where faculty and students have been able to cooperate and become more involved in coming up with new ideas, materials, instructional aides, publishable materials, and any other things related to teacher education?

1) A large increase in involvement and cooperation 7/42%

2) Slightly more increase in involvement and cooperation 7/42%

3) The same as before 2/12%

4) Slightly less involvement and cooperation 0

5) No involvement at all 0

No Response 1/6%

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IV. SUMMARY OF RESPONSES TO THE SIX BASIC QUESTIONS

In looking at the categorized responses as a whole, it appears that the majority of the faculty feel that the Institutional Grant has provided some to a great deal of opportunity for developing their ideas, with approximately 84% of the responses falling under one of these two categories. Only about 18% of the responses indicated no opportunity for the development of their ideas. The overwhelming majority of the faculty also felt that they have been involved in a new thrust in teacher education: approximately 84% indicating either to a great extent or some. Only about 13% indicated not at all. The question dealing with more cooperation from outside sources showed 65% of the respondees indicating a great deal more cooperation or slightly more cooperation than before. Thirty-five percent of the responses fall into categories of the same amount, slightly less, or no cooperation at all. The faculty members who gave no response felt that they had not been with their project or center long enough to make a judgment. The question dealing with the utilization of evaluation efforts revealed that 77% of the respondees indicated utilization of some or a great deal of evaluation information. No one indicated none at all, and 23% said they were uncertain.

Question six, dealing with cooperation between students and faculty, showed 83% of the responses falling into the categories of slightly more to a large increase in involvement and cooperation, with 13% indicating

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the same amount as before. The one response (6%) was again the fact that the person felt he had not been with his particular project long enough to give an accurate statement.

The question dealing with projects and centers attracting members from outside academic areas showed:

1) Approximately 54% of the faculty members were associated with projects and centers that had members from other academic areas;
2) approximately 42% of the faculty members were associated with projects and centers that had attracted no members from other academic areas;
3) approximately 6% of the faculty members gave no response because they had not been with the projects long enough to be sure.

The question then asked the 54% who had indicated association with other academic areas to assess the benefits of bringing in people from these other fields or schools. The results were as follows: 1) 22% reported excellent; 2) 44% reported good; 3) 11% reported moderate; 4) no one reported fair or poor; and 5) 22% felt that they did not have enough information to make such a judgment.

The results of the faculty responses to these six questions seem to indicate that the majority of faculty members feel that the Institutional Grant and the Division of Teacher Education are achieving their objectives. This does not mean that there are not specific problems or lack of possibilities for improvement. For example, 13% of the faculty indicated that the result of being a member of a team in the Institutional Grant has not involved them in the development of a new thrust in teacher education. Additionally, 13% of the faculty indicated that the Institutional

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Grant has not provided opportunities for the development of their ideas concerning teacher education. Certainly these are much smaller percentages than those faculty members who in fact reported the antithesis of these feelings, but if the Division of Teacher Education is to be successful, constant efforts to help those faculty members should be provided. Further evaluation efforts must provide analyses of the kinds of things that should be changed to increase the degree of success. Some of the insights into these problems may be provided through a review of the individual comments and suggestions from faculty members that are reported in the next section.

V. OPEN-ENDED RESPONSES

The second section of the results deals with the open-ended responses given by faculty members for each of the seven questions, plus general comments or reactions that were made at the end of the interview.

No attempt has been made to categorize these responses in any systematic way as the comments, reactions, and specifications represent individual feelings and attitudes of faculty being interviewed. Each question will be listed, and the comments that pertain to that question will follow. The reader is cautioned to remember that each statement represents the comments of only one faculty member.

Open-ended responses to question 1:

Has the project that you are presently working for been attracting members from various other disciplines outside of the academic area, e.g., people from other schools or other departments?

Examples of faculty from other disciplines:

1) Instructors from math, science, and social studies.

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2) Working with speech and math departments in developing program.

3) No one employed from areas outside the academic area.

4) Faculty from physics, social studies, political science, and business.

5) Afro-American department has provided some people.

6) Could not say as only had contact with director of program.

7) Math and biology people.

8) Arts and Sciences personnel.

9) Math department.

10) Math department has given a faculty member for 1/3 of the time.

How would you assess the benefits accruing from bringing in people from these other fields or schools?

Comments:

1) Too little time with project to make a judgment.

Open-ended responses to question 2:

Has the Institutional Grant provided opportunities for development of your ideas concerning teacher education?

1) Have been encouraged to use new techniques and own initiative while working as a supervisor.

2) No response or people have just not been receptive to ideas.

3) Have seen ideas for community experiences as well as funds to get tutoring and transportation for underpriviledged students. Given ideas to faculty members to kick around and have received student input on ideas that have led to compromises between their ideas and faculty's ideas.

4) New to this work but impressed with team effort and the openness of the system.

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5) While working with new projects being developed have felt an increased usefulness.

6) A whole new set of assumptions about teacher education. There have been seminars with other departments to discuss new ideas. This is an entirely new framework to work under.

7) My role has been more in evaluation than in the planning.

8) Worked with graduate students in conceptualization of a course.

9) Freedom in developing own course; however, as far as change in the overall program, no decision-making power.

10) Coming from another academic area have had limited materials so could not develop ideas.

11) Idea of having student teacher go out and spend most of the year in the school rather than being on campus is now a reality.

12) No money.

13) Lack of money and have not received materials asked for to develop ideas.

14) Been able to start on ideas that have wanted to get going on in the field of teacher education.

15) Through weekly meetings have input into the development of ideas and can relay to them [university personnel] how certain training techniques can succeed in the school for the student teacher.

16) Have to use judgment and skills in dealing with things as they come up.

Open-ended response to question 3:

Have you felt that as a member of a team under the Institutional Grant that you have been involved in the development of a new thrust in teacher education?

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Comments:

1) There are a number of opportunities afforded to I.U. students for a variety of student teaching experiences before they actually begin to teach.

2) The French Lick Conference was worthwhile an[d I] have continued to have contacts with heads of projects and exchange ideas with them since this time.

3) Doing the same things as before. Can't define it as a team effort.

4) Was not involved in the developmental stages, but only in the implementation of these ideas.

5) Trying to do things in a different way.

6) Feels involved in new thrust because of work with student teachers and had a good student teacher last semester.

7) Great deal of effort to involve people in the planning.

8) Have a good program which gives student teachers more opportunity to become involved and get a broader scope.

9) Worked a lot with two of the projects.

10) Project is moving ahead and is producing changes.

11) I have ideas but have to answer to present structure and there is a lack of money.

12) Placing teachers in alternative school settings all around the Midwest. This is only teacher education program that I am aware of that is doing this.

13) The change was already there because it is a field-based program.

14) Most of the conceptualization of the program was done prior to selection of team, and others just had input on specialized areas.

15) a) Needs of people in the field.

b) Because of evaluation much of the program has changed.

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c) Much impact as you could expect for the job that I have.

16) It is not an entirely new thrust, but it is realizing the potential.

17) Program is one of the only programs in the country dealing with this contemporary approach to teacher education.

Open-ended responses to question 4:

Have you noticed more cooperation from other sources outside the School of Education as a faculty member of a project or center?

1) No comments or specifications because of lack of information or no basis for comparison.

2) Worked with Black Cultural Center and Sociology Department in sharing of ideas and telling them what our center had to offer.

3) Contacts with Monroe County Schools and Indianapolis schools have been very cooperative endeavors. The School of Education has just scratched the surface with these contacts.

4) Coordinator of student teachers at high school has been of great help.

5) Public schools very cooperative.

6) Public schools are more interested in student teachers and in developing programs.

7) From the public schools.

8) There has been cooperation from Monroe County Public Library. Other department [I am] working for has indicated that no financing will be forthcoming next year for one-third appointment to a program.

9) Administration in schools maintain close contact.

10) Remained the same.

11) Resource people for dance and music have been available. Have been working with public schools.

12) Since there was none before, there is now a great deal. It is a relative thing.

13) Public school contact and teachers in the community have given program input in the form of ideas, students, and resources.

Open-ended responses to question 5:

Has the particular project or center that you have been associated with utilized information from evaluation efforts to make changes?

Specification:

1) No comment or specification was given by five faculty members.
2) Some evaluation has taken place. Center asked for ideas to evaluate improvement of services. Two-day study using a student questionnaire proved useful, and information relayed to coordinator.
3) Feedback from students and schools has given center information to make adjustments to certain problems. Also, there has been informal feedback; the program has been modified.
4) Changes in evaluation policy because of DTE, but it is hard to specify the exact nature of this change.
5) Opening week of program was redone this semester because one done last fall was a failure. Student evaluations have been used to make changes.
6) Working continuously with evaluator on objectives for the new program and seeing if we are meeting present ones.
7) Think evaluation is going on.
8) Haven't seen evaluation in evidence.
9) Continual evaluation from students and classroom teachers. Feedback goes to faculty and to people supplying the information.
10) Talked about evaluation after project was started. It is difficult to go back because people had objectives. The area of evaluation has to be looked at in more detail.

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11) a) One problem with evaluation was that the structure of the program had been developed, and evaluation had to fit the specific structured program. However, the dimension of what students needed came into play frequently from faculty feelings.

b) Outside program evaluation had great impact on program in making changes.

12) Published a whole series of evaluation reports throughout the program and have utilized both outside evaluators along with evaluator in the project.

13) There has been progress through evaluation.

Open-ended response to question 6:

Have you noticed any increase in the number of instances where faculty and students have been able to cooperate and become more involved in coming up with new ideas, materials, instructional aides, publishable materials, and any other things related to teacher education?

Specification:

1) No comment or specification was the response of three faculty members because of not enough information or no basis for comparison.

2) Close contact with students and can meet with them daily and receive their input.

3) Have made tapes, A V materials for some of the programs. Have helped others make up bibliography and media kits for project groups.

4) Contacts with students and faculty--students want to get in contact with different agencies and groups, and faculty has become more receptive. Faculty hasn't been involved as much as students.

5) Different visuals and AV materials have been produced with student input and help in the technical aspects.

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6) Since becoming a member of a team, the level of cooperation has stayed the same; however, there is a good deal of cooperation and communication between students and faculty.

7) a) Student teachers working with teachers have spread pupil load out more.

b) Improved teaching.

c) Not enough cooperation from administration at high school.

8) Many opportunities to interact with students, e.g., conferences and development of materials. This is a positive aspect of the project.

9) Could not cite any specific instances but had a general impression that there was cooperation between students and faculty.

10) Lack of funds creates the only problems.

11) In Grand Rapids student teachers have published pamphlet on alternative schools. Relationship with faculty very close friend to friend basis.

12) Students are developing visual aid programs. Evaluation efforts are being helped by students in cooperation with faculty.

13) Thrust of program was for cooperation between students and faculty. Students had a great deal of input in planning. Part of this was due to philosophical thrust of the program.

14) Particular departments working with program have gotten students talking about identifiable problems, e.g., geology is doing development work, and physics is looking at problems of teaching experiments.

15) The courses offered are more contemporary and involve students and faculty working hand in hand, which is different from the lecturer and student concept.

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Open-ended responses to question 7:

Have you been able to see any of your ideas become institutionalized while working as a team member under the Institutional Grant? For example, the incorporation of teaching materials, courses, publications, audio-visual materials, or any other things that have become part of the project or center that you are affiliated with. Specify the nature of these and how they have been institutionalized.

Examples:

1) Six respondents gave no examples.

2) Have seen some institutionalization of community involvement, but less this year than in previous years. More bridging of gaps between DTE and public schools.

3) a) Brochure to describe program.

   b) Audio-visual materials that have been obtained from publishing houses and community people.

4) Have added materials and ordered needed materials helpful both to center and projects.

5) a) Booklet to introduce students to project.

   b) Procedures have been adopted.

   c) Teaching model.

6) a) Improvement of classroom interaction skills through instrument for interaction analysis.

   b) Planning to institute a cross-age helping program: helping students to become teachers.

7) Gave students a class material based on an action model. Helped design own course.

8) Helped in the reorganization of methods course by suggesting new topics and new ways of interacting with students.

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9) Established journal keeping as a means of evaluation in teacher training programs.

10) Some of the methodology in working with disadvantaged students and experimental living in the culture where they [student teachers] want to teach.

11) Sequential instruction where three students plan three to four week segments.

12) Partial input into the creation of and ideas for videotapes, guidebooks, and printed materials.

Besides the open-ended responses that have been reported above, six faculty members had some general comments, reactions, etc. to make as a faculty member working under the Institutional Grant. These responses are as follows:

1) Many of the seeds were there; the Institutional Grant has provided the impetus.

2) Wants a copy of the results of this process evaluation to see overall results and responses.

3) First program I have worked in.

4) Works with student teachers each semester, and has only had contact with project director.

5) Community component is part of the Institutional Grant which has been totally neglected. Not even minimal resources have been sent forth. There hasn't been even one-half of a step in this direction. Only lip service has been given. The guidelines have put this forth as a major concern. Program and people have been moved around, but a lot of these programs are the same old thing. There are not any differences.

We are twenty years behind in what school teachers are doing!

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If we tighten up money wise, the creative things will be the first to go.

6) It [Institutional Grant] has been worthwhile because it has provided more communication than was evident before.

As stated in the opening of this section of results, the comments were reported but no attempt was made to classify them, as they must be looked at on an individual basis.

VI. SUMMARY AND CONCLUSIONS:

Overall, the results indicated quite favorable responses towards working under the Institutional Grant as a faculty member. Some of the open-ended comments show some specific areas where improvement or change might be made or at least where an investigation into some problem areas should be initiated.

The use of a telephone interview also proved to be very useful, especially in getting the open-ended responses. The procedure also provided for the interpretation of a question when there was a specific problem. One of the drawbacks in doing such an interview is the time involved and also the number of calls that have to be made to reach the person to be interviewed. (The mean was 2.3 calls to contact a faculty member and conduct the interview. The range of calls went from one call to contact some faculty members to a high of six for one.)

Most of the interviews took between ten and fifteen minutes, with two extending to about twenty-five minutes. One of the other time problems was the identification of phone numbers for faculty members who had moved to different locations. Another time factor was the initial elimination of persons not officially D.T.E. faculty. The other time-consuming element of the study was the writing, refining, and testing of the interview

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instrument. Taking all of the above considerations into account, it took approximately 25 hours to complete the survey.

Overall, this method of collecting data proved to be very useful, producing much valuable information for decision makers. In the future it is hoped that additional data of this sort will be collected to see what, if any, changes in responses will be made by faculty members and to see if decisions have been made to change problem areas. If this occurs, process evaluation will then fulfill its goal of evaluation for decision making.